

Pelion High

600 Lydia Drive
Pelion, South Carolina 29123

Grades 9-12 High School

Enrollment 737 Students

Principal Jean N. Haggard 803-894-2100

Superintendent Dr. Karen C. Woodward 803-951-8363

Board Chair Albert J. Dooley Jr. 803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	8	10	7	1

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Below Average	No
2004	Excellent	Excellent	Yes
2005	Excellent	Good	No
2006	Excellent	Excellent	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	87.0	80.7	81.0	75.5	71.1	74.1
Passed 1 subtest	7.3	11.1	9.0	13.3	14.3	12.1
Passed no subtests	5.7	8.2	10.0	11.4	14.6	13.8

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	93.7%	88.2%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	14.8	9.5
Seniors who met the SAT/ACT requirement	16.8	9.7
Seniors who met the grade point average	43.6	46.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	164	228
Number of Diplomas	131	167
Rate	79.9%	75.7%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	83.8	79.4
English 1	59.0	60.9
Biology 1/Applied Biology 2	74.8	53.7
Physical Science	49.0	39.7
All Subjects	66.8	58.7

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	189	93.7	149	14.8	131	79.9	Yes
Gender							
Male	101	92.1	77	11.7	82	79.3	N/A
Female	88	95.5	72	18.1	82	80.5	N/A
Racial/Ethnic Group							
White	171	95.3	132	15.2	149	81.2	N/A
African American	13	69.2	11	9.1	11	54.5	N/A
Asian/Pacific Islander	1	100.0	0	0.0	1	100.0	N/A
Hispanic	N/A	N/A	1	0.0	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	170	99.4	137	15.3	149	83.9	N/A
Disabilities other than speech	19	42.1	12	8.3	15	40.0	N/A
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	N/A
Non-migrant	189	93.7	149	14.8	164	79.9	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	1	0.0	N/A	N/A	N/A
Non-Limited English Proficient	189	93.7	148	14.9	164	79.9	N/A
Socio-Economic Status							
Subsidized meals	98	91.8	83	71.1	83	71.1	N/A
Full-pay meals	91	95.6	83	21.7	81	88.9	N/A

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	200	99.0	13.2	36.5	31.7	18.5	58.2	Yes	Yes
Gender									
Male	100	99.0	14.7	42.1	28.4	14.7	55.8	N/A	N/A
Female	100	99.0	11.7	30.9	35.1	22.3	60.6	N/A	N/A
Racial/Ethnic Group									
White	178	98.9	12.4	37.3	30.8	19.5	59.2	Yes	Yes
African American	12	100.0	25.0	33.3	41.7	N/A	41.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	167	99.4	8.1	33.5	36.6	21.7	66.5	N/A	N/A
Disabled	33	97.0	42.9	53.6	3.6	N/A	10.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.0	13.2	36.5	31.7	18.5	58.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	99.0	12.8	36.4	32.1	18.7	58.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	103	98.1	14.9	42.6	33.0	9.6	50.0	Yes	Yes
Full-pay meals	96	100.0	11.6	30.5	30.5	27.4	66.3	N/A	N/A
Mathematics – State Performance Objective = 50.0%									
All Students	200	99.0	11.6	30.2	36.0	22.2	71.4	Yes	Yes
Gender									
Male	100	99.0	11.6	31.6	34.7	22.1	71.6	N/A	N/A
Female	100	99.0	11.7	28.7	37.2	22.3	71.3	N/A	N/A
Racial/Ethnic Group									
White	178	98.9	11.2	31.4	34.3	23.1	72.2	Yes	Yes
African American	12	100.0	16.7	25.0	58.3	N/A	58.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	167	99.4	6.2	29.8	39.1	24.8	77.6	N/A	N/A
Disabled	33	97.0	42.9	32.1	17.9	7.1	35.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	200	99.0	11.6	30.2	36.0	22.2	71.4	N/A	N/A
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	99.0	11.2	29.9	36.4	22.5	72.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	103	98.1	14.9	33.0	40.4	11.7	66.0	Yes	Yes
Full-pay meals	96	100.0	8.4	27.4	31.6	32.6	76.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 737)				
Retention rate	5.9%	Down from 7.1%	7.0%	7.0%
Attendance rate	94.9%	Down from 95.3%	95.3%	95.5%
Eligible for gifted and talented	8.0%	Up from 7.8%	7.0%	7.9%
With disabilities other than speech	12.2%	Down from 13.5%	12.7%	12.3%
Older than usual for grade	8.8%	Up from 8.2%	9.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	No change	0.9%	1.2%
Enrolled in AP/IB programs	7.6%	Up from 4.1%	8.5%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	14.8%		9.0%	10.2%
Annual dropout rate	1.1%	Down from 2.2%	3.5%	2.8%
Career/technology students in co-curricular organizations	14.7%	Down from 16.3%	6.5%	3.5%
Enrollment in career/technology center courses	518	Up from 4	569	448
Students participating in worked-based experiences	100.0%	Up from 18.2%	40.6%	24.2%
Career/technology students mastering core competencies	79.8%	N/A	80.1%	80.0%
Career/technology completers placed	92.6%	Down from 94.6%	97.2%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 53)

Teachers with advanced degrees	56.6%	Up from 56.4%	50.0%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.5%	N/A	9.0%	9.6%
Teachers with emergency or provisional certificates	10.2%	Down from 14.0%	10.5%	9.9%
Teachers returning from previous year	89.7%	Down from 89.8%	87.3%	86.3%
Teacher attendance rate	94.1%	Down from 96.0%	95.1%	95.3%
Average teacher salary	\$43,775	Down 1.9%	\$42,334	\$42,943
Prof. development days/teacher	9.8 days	Up from 9.7 days	12.3 days	11.2 days

School

Principal's years at school	14.0	Up from 13.0	3.0	3.0
Student-teacher ratio in core subjects	27.7 to 1	Up from 26.0 to 1	25.4 to 1	25.7 to 1
Prime instructional time	87.1%	Down from 90.3%	88.7%	89.3%
Dollars spent per pupil*	\$7,802	Up 2.3%	\$6,580	\$6,792
Percent of expenditures for teacher salaries*	60.0%	Up from 56.8%	56.8%	55.3%
Percent of expenditures for instruction*	62.2%		62.0%	61.1%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	98.4%	Up from 93.3%	90.2%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the past year Pelion High focused on implementing three new key practices from High Schools That Work (HSTW) that interface with our School Improvement Goals. We focused our efforts on using student assessment and program evaluation data for continuous school improvement, having a structure and schedule for teacher collaboration, and giving students choices for school and work-based learning.

We have established a school-wide data team to analyze student and program evaluation data so that we could improve our high school graduation rates. We provide all appropriate staff members with a variety of standardized test data to use in both long and short-range planning. Our We Care and I Care committees meet regularly to help identify, serve and mentor at-risk students.

We structure our school schedule so that it is conducive to teachers working together. Monday afternoons are reserved for a variety of staff meetings. In addition, the district will implement a program that will allow teachers to plan collaboratively. Seven times during the school year, we will begin school at 10 a.m. We will also have teams of teachers developing and teaching cross-curricular units simultaneously.

We involve our students in regular guidance sessions and invite parents of 10th and 12th-grade students to conferences with their counselor. In 2005-2006 the 10th-grade conference focused on helping students select a major. A student can earn a major by completing four defined units in a specific academic or career area.

As a second year HSTW site, Pelion High participated in a variety of assessments and evaluations. In January 60 of our senior students who had completed four units of study in a career and technology field took the HSTW Student Assessment. This two-day test assessed our students in the areas of English, mathematics, and science. Our students also completed an in-depth survey providing feedback to the HSTW and Southern Regional Education Board (SREB) officials concerning the curriculum and environment of Pelion High. Twenty-eight of the sixty students who participated in this assessment received the HSTW Award of Academic Achievement. These students not only exceeded the performance goals set by the SREB, but they also completed a high school curriculum composed of challenging academic and career courses.

Pelion High School hosted a Technical Assistance team in February as part of HSTW. This team conducted classroom observations and interviews and reviewed school data, then gave the school feedback. This team commended PHS for holding students to high expectations, providing strong leadership, implementing engaging instructional and school activities, developing an involved system of guidance and advisement, and establishing a strong academic core.

We invite you to visit PHS! To contact your child's teachers, call 894-2100 or go to www.lexington1.net/phs to get e-mail addresses.

Jean Haggard, Principal
Ben Spearman, Chair, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	59	120	26
Percent satisfied with learning environment	98.3%	75.0%	76.0%
Percent satisfied with social and physical environment	100.0%	81.0%	65.4%
Percent satisfied with school-home relations	91.4%	81.2%	72.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.